



THE NATIONAL CURRICULUM OUTDOORS: YEAR 2

The following table gives an overview of the topics and links to the Curriculum for Wales for the Year 2 units from *The National Curriculum Outdoors: KS1*, written by Deborah Lambert, Michelle Roberts and Sue Waite.

The four purposes: All progressions in this book meet the four purposes of the Curriculum for Wales to some extent: healthy, confident individuals; enterprising, creative contributors; ambitious, capable learners, ethical informed citizens.

Integral skills: All progressions in this book develop the following integral skills: creativity and innovation; critical thinking and problem solving; planning and organising; personal effectiveness.

The lesson plans within The National Curriculum Outdoors series have been mapped by outdoor learning consultant Dawn Thomas. Dawn runs Nature Days, which provides curriculum-linked field days on the Gower Peninsula in South Wales and teacher training. She has been involved in outdoor education for over 20 years and has developed numerous resources to support educators in teaching the Curriculum for Wales outdoors.

The National Curriculum Outdoors: Year 2 English

<p>The National Curriculum Outdoors: Year 2</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Language, Literacy and Communication</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>Lesson 1: Discuss the sequence of events in books and how items of information are related. Ask relevant questions to extend their understanding and knowledge. Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about stories at a level beyond that at which they can read independently.</p> <p>Lesson 2: Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Be encouraged to link what they read or hear read to their own experiences. Give well-structured descriptions exclamations and narratives for different purposes, including for expressing feelings.</p> <p>Lesson 3: Recognise simple recurring literary language in stories and poetry. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Lesson 4: Become increasingly familiar with and retail a wider range of stories, fairy stories and traditional tales.</p> <p>Lesson 5: Write narratives about personal experiences and those of others. Recognise simple recurring literary language in stories and poetry.</p> <p>Lesson 6: Write narratives about personal experiences and those of others. Write for different purposes.</p>	<p>The following statements of what matters are explored:</p> <p>2. Understanding languages is key to understanding the world around us.</p> <p>3: Expressing ourselves through languages is key to communication.</p> <p>4: Literature fires imagination and inspires creativity.</p>	<p>Science and Technology</p> <p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>3: The world around us is full of living things which depend on each other for survival.</p> <p>Expressive Arts</p> <p>The following statements of what matters are explored:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p>

The National Curriculum Outdoors: Year 2 Maths

<p>The National Curriculum Outdoors: Year 2</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Mathematics and Numeracy</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>Lesson 1: Identify and describe the properties of 2D shapes, including the number of sides, and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Compare and sort common 2D and 3D shapes and everyday objects.</p> <p>Lesson 2: Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Lesson 3: Identify and describe the properties of 2D shapes, including the number of sides, and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.</p> <p>Lesson 4: Identify and describe the properties of 2D shapes, including the number of sides, and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes. Compare and sort common 2D and 3D shapes and everyday objects.</p> <p>Lesson 5: Identify and describe the properties of 2D shapes, including the number of sides, and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes.</p> <p>Lesson 6: Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes, for example a triangle on a pyramid.</p>	<p>The following statements of what matters are explored:</p> <p>2. Algebra uses symbol systems to express the structure of mathematical relationships.</p> <p>3: Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.</p> <p>4. Statistics represent data, probability models chance, and both support informed inferences and decisions.</p>	<p>Science and Technology</p> <p>The following statements of what matters are explored:</p> <p>1: Being curious and searching for answers is essential to understanding and predicting phenomena.</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>3: The world around us is full of living things which depend on each other for survival.</p> <p>Expressive Arts</p> <p>The following statements of what matters are explored:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> <p>Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>2: Understanding languages is key to understanding the world around us. Humanities</p> <p>The following statements of what matters are explored:</p> <p>3: Our natural world is diverse and dynamic, influenced by processes and human actions.</p>

The National Curriculum Outdoors: Year 2 Science

<p>The National Curriculum Outdoors: Year 2</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Science and Technology</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>Lesson 1: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for different uses. Identify and classify materials. Perform simple tests.</p> <p>Lesson 2: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for different uses. Ask simple questions and recognise that they can be answered in different ways.</p> <p>Lesson 3: Ask simple questions and recognise that they can be answered in different ways. Observing closely, use simple equipment. Perform simple tests.</p> <p>Lesson 4: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for different uses. Ask simple questions and recognise that they can be answered in different ways. Observing closely, use simple equipment. Perform simple tests.</p> <p>Lesson 5: Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching them. Observing closely, use simple equipment. Perform simple tests.</p> <p>Lesson 6: Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching them. Observing closely, use simple equipment. Perform simple tests.</p>	<p>The following statements of what matters are covered:</p> <p>1: Being curious and searching for answers is essential to understanding and predicting phenomena.</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>4: Matter and the way it behaves defines our universe and shapes our lives.</p> <p>5: Forces and energy provide a foundation for understanding our universe.</p>	<p>Maths and Numeracy</p> <p>The following statements of what matters are covered:</p> <p>3: Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.</p> <p>4: Statistics represent data, probability models chance, and both support informed inferences and decisions.</p> <p>Expressive Arts</p> <p>The following statements of what matters are covered:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> <p>Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>2: Understanding languages is key to understanding the world around us. Health and Wellbeing</p> <p>The following statements of what matters are explored:</p> <p>3: Our decision-making impacts on the quality of our lives and the lives of others.</p>

The National Curriculum Outdoors: Year 2 Geography

<p>The National Curriculum Outdoors: Year 2</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Humanities</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>Lesson 1: Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Lesson 2: Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Ask and answer questions, choosing and using parts of storeys and other sources to show that they know and understand key features of events.</p> <p>Lesson 3: Know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Ask and answer questions, choosing and using parts of storeys and other sources to show that they know and understand key features of events.</p> <p>Lesson 4: Know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Ask and answer questions, choosing and using parts of storeys and other sources to show that they know and understand key features of events.</p> <p>Lesson 5: Know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Understand some of the ways we find out about the past and identify ways in which it is represented.</p> <p>Lesson 6: Identify similarities and differences between ways of life in different periods. Understand some of the ways we find out about the past and identify ways in which it is represented.</p>	<p>The following statements of what matters are explored:</p> <p>3: Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>4: Human societies are complex and diverse, and shaped by human actions and beliefs.</p> <p>5: Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.</p> <p>Special considerations:</p>	<p>Science and Technology</p> <p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>3: The world around us is full of living things which depend on each other for survival.</p> <p>4: Matter and the way it behaves defines our universe and shapes our lives.</p> <p>Expressive Arts</p> <p>The following statements of what matters are covered:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> <p>Health and Wellbeing</p> <p>The following statements of what matters are explored:</p> <p>3: Our decision-making impacts on the quality of our lives and the lives of others.</p>

The National Curriculum Outdoors: Year 2 History

<p>The National Curriculum Outdoors: Year 2</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Humanities</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>Lesson 1: Be taught about events beyond living memory that are significant nationally. Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</p> <p>Lesson 2: Be taught about events beyond living memory that are significant nationally. Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Lesson 3: Ask and answer questions, choosing and using parts of storeys and other sources to show understanding of key features and events.</p> <p>Know where people and the events they study fit within a chronological framework Lesson 4: Know where people and the events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Ask and answer questions, choosing and using parts of storeys and other sources to show understanding of key features and events.</p> <p>Lesson 5: Know where people and the events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Understand some of the ways we find out about the past and identify ways in which it is represented.</p> <p>Lesson 6: Identify similarities and differences between ways of life in different periods. Understand some of the ways we find out about the past and identify ways in which it is represented.</p>	<p>The following statements of what matters are explored:</p> <p>3: Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>4: Human societies are complex and diverse, and shaped by human actions and beliefs.</p> <p>Special considerations:</p> <p>Develop historical interpretation understanding and source-based skills.</p> <p>Expose learners of all ages to a range of historical periods on a local, national and global scale, making the links and connections that support the development of a detailed chronological 'map' of the past.</p>	<p>Science and Technology</p> <p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>3: The world around us is full of living things which depend on each other for survival.</p> <p>4: Matter and the way it behaves defines our universe and shapes our lives.</p> <p>Expressive Arts</p> <p>The following statements of what matters are covered:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> <p>Health and Wellbeing</p> <p>The following statements of what matters are explored:</p> <p>3: Our decision-making impacts on the quality of our lives and the lives of others.</p>

The National Curriculum Outdoors: Year 2 Art and Design

<p>The National Curriculum Outdoors: Year 2</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Expressive Arts</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>Lesson 1: Develop a wide range of art and design techniques using colour.</p> <p>Lesson 2: Develop a wide range of art and design techniques using line.</p> <p>Lesson 3: Develop a wide range of art and design techniques using pattern.</p> <p>Lesson 4: Develop a wide range of art and design techniques using texture.</p> <p>Lesson 5: Develop a wide range of art and design techniques using shape and form.</p> <p>Lesson 6: Develop a wide range of art and design techniques using shape, form, texture and line.</p>	<p>The following statements of what matters are explored:</p> <p>1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</p> <p>2: Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p>	<p>Science and Technology</p> <p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>3: The world around us is full of living things which depend on each other for survival.</p> <p>Mathematics and Numeracy</p> <p>The following statements of what matters are explored:</p> <p>3: Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.</p> <p>Humanities</p> <p>The following statements of what matters are explored:</p> <p>3: Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>2: Understanding languages is key to understanding the world around us.</p>

The National Curriculum Outdoors: Year 2 Design and Technology

<p>The National Curriculum Outdoors: Year 2</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Science and Technology</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>Lesson 1: Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Lesson 2: Select from and use a range of tools and equipment to perform practical tasks - for example, joining. Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Lesson 3, Lesson 4, Lesson 5, and Lesson 6: Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Select from and use a range of tools and equipment to perform practical tasks - for example, joining. Design purposeful, functional, appealing products for themselves and other users, based on designed criteria. Select from and use a range of tools and equipment to perform practical tasks – for example, cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, according to their characteristics.</p>	<p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>5: Forces and energy provide a foundation for understanding our universe.</p>	<p>Expressive Arts</p> <p>The following statements of what matters are explored:</p> <p>1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> <p>Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>2: Understanding languages is key to understanding the world around us.</p>

The National Curriculum Outdoors: Year 2 Music

<p>The National Curriculum Outdoors: Year 2</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Language, Literacy and Communication</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>The series of progression's across key stage one music all addressed the following curriculum content:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play untuned instruments musically.</p> <p>Listen with concentration and understanding.</p> <p>Experiment with, create, select and combined sounds using the interrelated dimensions of music.</p>	<p>The following statements of what matters are explored:</p> <p>1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</p> <p>2: Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p>	<p>Humanities</p> <p>The following statements of what matters are explored:</p> <p>3. Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>Science and Technology</p> <p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>5. Forces and energy provide a foundation for understanding our universe. Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>2: Understanding languages is key to understanding the world around us.</p> <p>4: Literature fires imagination and inspires creativity.</p>

The National Curriculum Outdoors: Year 2 Religious Education

The National Curriculum Outdoors: Year 2	How does this link to the Curriculum for Wales?	How does this link to the Curriculum for Wales?
Topic coverage	Humanities	Other subject areas
<p>Lesson 1: AT1 Learning about religion: Knowledge and understanding of expressing meaning.</p> <p>AT2 Learning from religion: Response to, reflection on and evaluation of questions of identity and experience.</p> <p>Lesson 2: AT1 Learning about religion: Knowledge and understanding of expressing meaning.</p> <p>AT2 Learning from religion: Response to, reflection on and evaluation of questions of identity and experience.</p> <p>Lesson 3: AT1 Learning about religion: knowledge and understanding of beliefs and teaching.</p> <p>AT2 Learning from religion: Response to, reflection on and evaluation of questions of meaning and purpose.</p> <p>Lesson 4: AT1 Learning about religion: knowledge and understanding of beliefs and teaching.</p> <p>AT2 Learning from religion: Response to, reflection on and evaluation of questions of meaning and purpose.</p> <p>Lesson 5: AT1 Learning about religion: Knowledge and understanding of practices and lifestyles.</p> <p>AT2 Learning from religion: Response to, reflection on and evaluation of questions of values and commitments.</p> <p>Lesson 6: AT1 Learning about religion: Knowledge and understanding of practices and lifestyles.</p> <p>AT2 Learning from religion: Response to, reflection on and evaluation of questions of values and commitments</p>	<p>The following statements of what matters are explored:</p> <p>2: Events and human experiences are complex, and are perceived, interpreted and represented in different ways.</p> <p>3: Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>4: Human societies are complex and diverse, and shaped by human actions and beliefs.</p> <p>5: Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.</p> <p>Special considerations: Provide rich contexts for learners to be curious, to explore ultimate questions, and to search for an understanding of the human condition, as well as providing opportunities for learners to reflect, and to experience awe and wonder, in a range of meaningful real-world contexts.</p> <p>Encourage conceptual understanding of the world by learning about people and their values, in different times, places and circumstances.</p>	<p>Science and Technology</p> <p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>3: The world around us is full of living things which depend on each other for survival.</p> <p>Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>3: Expressing ourselves through languages is key to communication.</p> <p>Health and Wellbeing</p> <p>The following statements of what matters are explored:</p> <p>2: How we process and respond to our experiences affects our mental health and emotional well-being.</p> <p>3: Our decision-making impacts on the quality of our lives and the lives of others.</p> <p>4: How we engage with social influences shapes who we are and affects our health and well-being.</p> <p>Expressive Arts</p> <p>The following statements of what matters are explored:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p>